

Key Contacts, Statement of Ethos and Staff List

Key Contacts

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About us

Golfa Hall is an accredited Therapeutic Community operated by Amberleigh Care, located in Powys, Mid Wales. We work with boys aged 11 to 18 within a community that integrates care, therapy, and education.



Amberleigh Care adopts an integrated approach to supporting young people through care, education, and therapy. The Therapeutic Community (TC) provides a deliberate and structured environment in which this can take place, enabling each discipline to contribute not only its specialist expertise but also an additional therapeutic value through the development and use of positive relationships. This evidence-based structure forms a core part of the therapeutic intervention, and the school operates within this wider context. As a result, the roles of teachers, carers, and therapists extend beyond the traditional boundaries of their professional disciplines.

The parallel use of the Good Lives Model (GLM), alongside praise, positive role modelling, behaviour management techniques, and targeted intervention strategies, promotes consistency in staff expectations and approaches. This

enables pupils to work towards individual educational targets and objectives while developing a sense of integrated achievement across all aspects of their lives. This is a highly relational, relationship-based approach.

The TC framework ensures a multidisciplinary approach to emotional wellbeing, positive risk management, assessment, goal setting, and progress tracking across all disciplines.

Our Ethos

Our ethos is to promote a safe and supportive learning environment in which pupils are valued and where we clearly communicate our high expectations.

Mission Statement



“Cymuned”

Our Values

*Our Values are drawn from the **Core Values** that underpin **Therapeutic Community** practice:*



Attachment

Healthy attachment is a developmental requirement for all human beings, and should be seen as a basic human right.



Containment

A safe and supportive environment is required for an individual to develop, to grow or to change.



Respect

People need to feel respected and valued by others to be healthy. Everybody is unique and nobody should be defined or described by their problems alone.



Communication

All behaviour has meaning and represents communication which deserves understanding.



Interdependence

Personal well-being arises from one's ability to develop relationships which recognise mutual need.



Relationships

Understanding how you relate to others and how others relate to you leads to better intimate, family, social and working relationships.



Participation

Ability to influence one's environment and relationship is necessary for personal well-being. Being involved in decision making is required for shared participation, responsibility and ownership.



Process

Positive and negative experiences are necessary for healthy development of individuals, groups and community.



Balance

Positive and negative experiences are necessary for healthy development of individuals, groups and the community.



Responsibility

Each individual has responsibility to the group, and the group in turn has collective responsibility to all individuals in it.

Our Vision

At Amberleigh Therapeutic school our vision is that as a **community (cymuned)** we provide the highest quality education and learning opportunities to all pupils in all Golfa Stages. Our Commitment is to provide highly effective and innovative teaching in order for our pupils to grow into:

- ❖ Ambitious and capable learners

- ❖ Enterprising and creative contributors
- ❖ Ethical and informed citizens
- ❖ Healthy and confident individuals

How?

We Create an Environment Where There is a Balance Between Boundaries, Nurture, Teaching and Learning

Our pedagogical approach places a strong emphasis on relationships and the development of epistemic trust. Epistemic trust refers to an individual's willingness to regard new knowledge as trustworthy, relevant, and worthy of integration into their understanding of themselves and the world around them. In contrast, epistemic mistrust is characterised by rigid patterns of thinking and a reduced capacity to learn from social experiences and interactions.

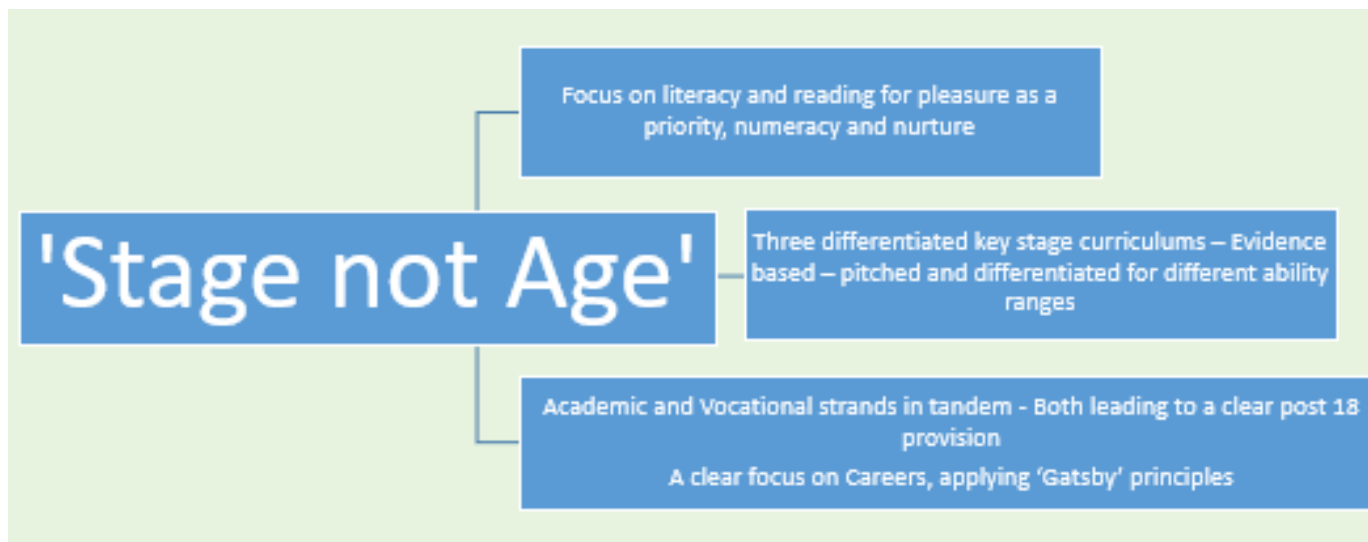
For us, this means being able to move fluidly between nurturing support, clear boundaries, and effective teaching and learning practices. By applying these approaches in a balanced and consistent way, we

aim to foster epistemic trust over time, enabling pupils to engage increasingly positively with learning, relationships, and personal development.

The school actively promotes children's rights through the principles of the United Nations Convention on the Rights of the Child (UNCRC), ensuring that pupils are respected, listened to, and supported to participate in decisions that affect their lives and education.

Our principles of curriculum design:

“We implement a Stage not Age Curriculum”



Our Curriculum

Through an extensive curriculum that is broad, balanced, flexible, and varied, we provide a wide range of nationally recognised and accredited programmes of learning. These offer both academic and vocational pathways, leading to qualifications at a variety of levels, including Entry Level, Functional Skills and GCSEs.

We operate a stage-not-age curriculum, ensuring that learning pathways are carefully matched to each pupil's individual needs, abilities, and aspirations. Programmes are selected to promote high levels of engagement and motivation, while supporting the achievement of clear and meaningful learning outcomes. The qualifications offered are widely recognised by further education providers and prospective employers, helping pupils to prepare successfully for their next stage of education, training, or employment.

The curriculum provides learning experiences across all six Areas of Learning and Experience within the Curriculum for Wales. These experiences are adapted appropriately to reflect pupils' ages, abilities, aptitudes, interests, and additional learning needs. Pupils are also provided with opportunities to develop their Welsh language skills in ways that are appropriate to their age, stage of development, and individual learning pathway.

All pupils receive impartial, up-to-date careers education, information, advice, and guidance, enabling them to make informed decisions about their future pathways into further education, employment, or training.

ALN

For pupils with an Individual Development Plan (IDP) or Education, Health and Care Plan (EHCP), individual targets will reflect the outcomes and objectives identified within their plan. The Additional Learning Needs Co-ordinator (ALNCo), employed by Amberleigh Care, will regularly review and monitor IDPs and EHCPs and work closely with the therapy team to access additional assessments and specialist advice where required.

For pupils who do not have an IDP or EHCP but present with identified needs in the areas of Cognition and Learning, Social, Emotional and Mental Health, Communication and Interaction, or Sensory and Physical Development, the school will undertake a range of in-house assessments and seek external professional advice where appropriate. This information will inform any application for additional statutory support and help ensure that individual needs are accurately identified and met.

A person-centred approach underpins all aspects of our ALN provision. Where it is determined that a pupil has Additional Learning Needs, appropriate Additional Learning Provision (ALP) will be agreed based on a range of evidence, which may include advice from educational psychologists, medical professionals, therapists, and education staff.

Amberleigh Therapeutic School is committed to promoting equality, diversity and inclusion and fostering respect for all individuals. We value the uniqueness of every member of our school community and aim to create an environment where everyone feels safe, respected and able to thrive, regardless of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, or marital and civil partnership status.

School staffing arrangements

The Headteacher is responsible for the strategic leadership and management of the school in Welshpool and leads the education provision delivered by Amberleigh Care. The Headteacher is line managed by the Proprietor, who is also the Managing Director of Amberleigh Care.

The Headteacher is a key member of the Therapeutic Community (TC) management team. Working alongside the Registered Manager of the home and the Therapy Manager, these three leaders ensure a joined-up and integrated approach to service delivery across education, care, and therapy.

The Deputy Headteacher supports the Headteacher in the day-to-day operational management and leadership of the school. In addition, a Senior Teacher with leadership responsibilities works alongside the Deputy Headteacher and leads on pupil transitions into, through, and beyond the school.

The Therapeutic Community framework includes a range of staff support mechanisms designed to promote reflection and underpin the conscious and effective use of relationships. In addition to receiving specialist training, staff have access to group supervision, staff dynamics meetings, and clinical supervision. This integrated approach enhances professional practice and wellbeing, enabling staff to provide consistent and effective support to pupils.

The school also benefits from direct, on-site access to a multidisciplinary team of carers, therapists, and other professionals, who contribute to the effective functioning of the school and support the needs of individual pupils. Teaching staff hold a range of relevant qualifications and bring a proactive, enthusiastic, and creative approach to teaching and learning within this specialist setting. The Deputy Headteacher fulfils the role of Designated Teacher for

Looked After Children and attends all relevant meetings to advocate for and support these pupils' educational progress and wellbeing.

Education at Golfa, Amberleigh Care

<u>Manager/ Teacher/Tutor</u>	<u>Current Role</u>	<u>Subjects Taught</u>	<u>Additional Skills</u>	<u>Additional Duties</u>	<u>Qualifications Held</u>
Sioned Davies	Headteacher		Estyn Peer Inspector Welsh Speaker L1 Makaton L3 Assessing Competence in the Workplace	Designated Safeguarding Lead ALNCO JCQ – Head of Centre	NPQH – National Professional Qualification Headship PGCE – Post Compulsory Education and Training (QTLS) BA (Hons) Education & Early Childhood Studies Level 5 Teaching Disabled Learners
Alison Adams	Deputy Headteacher		Empowering Leaders – Antwis Collaborative L1 Makaton L3 Assessing Competence in the Workplace Working towards a basic coaching course qualification	Deputy Designated Safeguarding Lead Lead Internal Verifier Exams Invigilator	Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) C & G 730 Adult Education certificate Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

<u>Manager/ Teacher/Tutor</u>	<u>Current Role</u>	<u>Subjects Taught</u>	<u>Additional Skills</u>	<u>Additional Duties</u>	<u>Qualifications Held</u>
Emma Phillips – MATERNITY LEAVE	Teacher <i>TLR - Leadership responsibility</i>	Humanities Digital Skills	L1 Makaton Forest School Leader Welsh Learner	Careers Advisor Trainee Internal Verifier Exams Invigilator	Working towards MA in Education Level 7 in Careers Leadership Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (QTS) BA in Social Inclusion (Inclusive Education)
Rebecca Shennan	Administrator & Exams Officer		Welsh Learner	First Aider Exams Invigilator	Higher certificate in Psychology Working towards Level 4 Leadership & Management
Mareike Wenzel	Teacher & ALN Intervention Lead	English	L1 Makaton Elklan Trained Welsh Learner	ALN Interventions DofE Manager	PGCE Primary Education (QTS) BA Drama and Theatre Studies
Sarah Owen	Teacher	English Drama DofE Skill	Dyslexia Trained Elklan training Right's Respecting Schools Trained	Student Voice Lead Form Tutor DofE Leader	PGCE BA Hons in Drama
Lorna Knight – MATERNITY COVER	Teacher	Humanities Digital Skills	L2 Hidden Difficulties	Maths Intervention Exams Invigilator	BA(hons) Hospitality Management PGCE Post Compulsory Education
Nathan Roberts	Teacher	Craft & Design Physical Education DofE Physical	Welsh Learner	First Aider Form Tutor DofE Leader	PGCE Secondary in Religious Education (QTS)
Bethan Jones	Teacher	Catering & Hospitality DofE Volunteering	Welsh Speaker L1 Makaton Elklan Trained	PSHE Intervention Lead Welsh Co-Ordinator DofE Leader	B.Ed KS2 Primary Physical Education (QTS)

<u>Manager/ Teacher/Tutor</u>	<u>Current Role</u>	<u>Subjects Taught</u>	<u>Additional Skills</u>	<u>Additional Duties</u>	<u>Qualifications Held</u>
Natasha Needham – MATERNITY LEAVE	Teacher	Retail & Enterprise Creative Studies	Elklan Trained Welsh Learner	Form Tutor DofE Manager	Level 7 Teaching Diploma BA Primary Education
Libby Aston Smith – MATERNITY COVER	Teacher	Retail & Enterprise Creative Studies		Form Tutor	PGCE Secondary in History (QTS)
Sarah Wilkinson	Nurture Intervention Lead		Level 2 Certificate in Understanding Behaviour that Challenges	Lowland Leader – Mountain Training First Aider DofE Leader - Expedition and Volunteering Exams Invigilator	BA (hons) in Therapeutic Childcare Foundation Degree in Therapeutic Childcare BA (hons) in Film and Television Studies
Victoria Jones	Teacher	Maths	Welsh Learner	Form Tutor	Primary Education BA (Hons) 2:1 with QTS
Charlotte Ransley	Teacher	Science		Form Tutor	MA Education, PGCE